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ABSTRACT

A study was conducted to determine if a market of potential students for an external Associate of Arts degree in general education existed and to develop a model for such a degree program. The extent to which a potential market existed was ascertained by surveying a sample (n=255) of adult students enrolled in non-credit programs offered by Florida Junior College in Jacksonville community schools. Usable responses were returned by 87% of those surveyed. Results indicated a market consisting of employed, married females between 18 and 28 years of age. A program model was designed to provide degree program opportunities for the identified market population. Components of the model were: (1) admission restricted to persons 24 years of age or older with a high school diploma; (2) orientation toward development of students' general intellectual capacities; (3) acceptance of general education credits (maximum of 45 semester hours) from any approved source; (4) minimum of a "C" or higher overall average for degree receipt; (5) use of existing administrative, support, and instructional personnel; (6) use of existing available facilities; (7) a competency-based, general education curriculum; and (8) a non-punitive grading system. Operating budgets and job descriptions for requisite program personnel were developed. A bibliography and study-related materials are appended. (JDS)

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A Guide for the Development of an External Associate of Arts Degree Program in General Education Florida Junior College at Jacksonville

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ELIZABETH M. COBB

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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Chapter I

INTRODUCTION

Florida Junior College is charged with providing educational opportunities for the adult population of Duval and Nassau Counties. It is a "Community Based" multi-campus institution with four (4) major campuses; Downtown, Kent, North and South, as well as two-hundred (200) outlying centers.

Presently, approximately one (1) out of every six (6) adults of the total population of Duval and Nassau Counties are taking one or more courses at Florida Junior College. This means several thousand individuals a year are served with non-college credit courses, seminars, short courses and workshops. A variety of subjects are offered in community schools, businesses, government agencies and churches or wherever a need or desire is expressed. Courses and programs are offered ranging in scope from Adult Basic Education to the traditional Associate of Arts and the Associate of Science degrees. In addition, a multitude of continuing education and career courses and programs are offered. However, traditionally, like most American Colleges, Florida Junior College at Jacksonville has not made available an optional degree program for the affiliated or unaffiliated degree seeking adult in its district.

Although the College is meeting the needs of a large segment of the adult population in Duval and Nassau

Counties, it must constantly strive toward being innovative, creative and committed enough to go beyond its present capability and seek new ways and methods of reaching that sector of the adult population not presently being reached.

Matson (1973) stated:

> The nature of an educational institution is determined by its students, those who enroll as well as those who are eligible but do not ...[and] that a moral commitment would be made to provide access to educational services appropriate for each individual, especially by community colleges.

Many leading "giants" in education, business, industry and various public agencies are further attesting to the fact that higher educational institutions are not meeting the needs of a great number of people.

Gould (1971) chaired a commission on non-traditional study and said "that education today is clearly not meeting the needs of a changing social structure of a vast population of unaffiliated students." In 1969, HUD initiated the development of an educational experiment because of a need by Federal, State and local agencies. It was found that individuals working in these agencies were not willing to go into traditional programs because they did not train them for life's work.

Statement of the Problem

The concentration of this project was devoted to two major areas; (1) developing written guidelines for an External Associate of Arts Degree Program and (2) determining

a market of potential students for implementation by Florida Junior College at Jacksonville.

Definitions

1. External Degree Program is a non-traditional program that can be implemented off the college's major campuses and which meets the criteria for the Associate of Arts Degree.
2. Community Based Institution is an institution based in the community and which provides programs based on community needs.
3. Adult Student will refer to that student who is 24 years and older and not enrolled in a traditional college credit program.
4. General Education will refer to an education program designed to develop skills, attitudes and understandings in the broad areas of humanities, communications, social studies, mathematics and the natural sciences.

Hypothesis

Because this study was descriptive in nature no hypothesis was generated.

Assumptions

There were a number of assumptions postulated:

1. Florida Junior College is interested in maintaining its status as an innovative "Community Based" institution.

2. Florida Junior College may want to be apprised of an alternative way to provide post-secondary education to the adult population of Duval and Nassau Counties.
3. There is a potential market of people that will take advantage of this program.

Limitations

The guide was limited to:

1. Florida Junior College at Jacksonville and the district it is mandated to serve, Duval and Nassau Counties.
2. The college-credit general education curriculum exclusive of laboratory courses.
3. The adult population, age twenty-four (24) and older, in Duval and Nassau Counties.
4. A model that was not implemented or tested.

Significance of Problem

The seriousness of the problem is exemplified in a recent draft of "Educational Policy for the State of Florida" (1974) prepared by the Department of Education in which it eludes to the fact that "for certain clientele and in certain settings, it may be necessary to abandon traditional instructional practices. Much instruction may take place off the campuses of schools and institutions." This instruction can be done in a myriad of ways. Educational institutions should encourage these methods of instruction and should find ways to recognize and accept

knowledge gained outside a classroom setting. In addition, the draft implies that a system of "institutions and agencies shall provide a full range of educational services, employing both traditional and non-traditional methods."

It was believed that many of the adults presently participating in the continuing education program and a large number of the unaffiliated adults in the community would enroll in a degree program of general education if they were provided with an optional program that contained suitable accessibility, methodology and curriculum to meet their needs. Prior to the project there were no existing guidelines for the development of such a program at Florida Junior College at Jacksonville.

Chapter II

REVIEW OF RELATED LITERATURE

Most of the literature on the external degree is included in the more general area of non-traditional study.

Definitions and Characteristics of the External Degree

At the outset, it will serve a useful purpose to look at the definitions and characteristics of the external degree as it is defined by writers on the subject.

Houle (1973) stated that "an external degree is one awarded to an individual on the basis of some program of preparation which is not centered on traditional patterns of residential collegiate or university study." And Cross (1973) emphasizes that the external degree can be distinguished from the non-traditional study by verifying that the student performs certain institutional standard...[and] that it "carries the stamp of approval of a degree granting institution...[and] that learning takes place off campus." Similarly, Mickey (1973) defines and characterizes the external degree program as one that "takes education to the learner, is student-oriented, flexible and compentency based." The program should be designed to give recognition to past experiences and also provide methods by which students can accomplish their goals.

Defining the Potential Students

Houle (1973) discusses the need for defining the intended recipients of an external degree or non-traditional study program. He maintains that "the evidence clearly suggests that the students in presently existing programs have been and are predominantly adults who missed or denied themselves an earlier opportunity to secure a degree." Another audience being identified is composed of the growing number of "traditional age" college students who prefer the independence or non-traditional study by personal choice or financial preference.

An attempt is made by Houle (1973) to categorize the potential adult clientele: First, the potential audience can be determined from "those adults who might have earned a degree at an earlier age," however, because of varying circumstances they did not do so. This group is characterized largely by women. Secondly, the adults who are extremely intellectually and/or creatively talented, and thirdly, the educationally disadvantaged adults.

Once a target audience is determined, there still remains the task of reaching the population. Experience has shown that the students who actually enroll in a non-traditional program are a "mix" of the population. Further, it is wise to be aware that the intended audience identified at the beginning of a program may or may not remain the target population. It is necessary, however, to

determine the potential audience in the development of the program.

Developing an Academic Model

In terms of format for developing an external degree program varied models and classifications are found in the literature.

Mickey (1973) suggests three models; (1) academic administration, (2) program format and (3) selection and management of academic resources. Valley (1972) identified important features of non-traditional programs as opposed to classifying entire programs; (1) new student audience, (2) new instructional techniques, (3) off-campus setting, (4) credit-by-examination, (5) credit for work experience, (6) graduate level work and (7) inter-institutional cooperative.

It is obvious after a review of the literature that a number of colleges have developed alternative programs that have one or more features described by Valley: While Spoon River College has developed an Associate Degree in Liberal Studies for the "New Student Audience", Worcester Polytechnic Institute has implemented "New Instructional Techniques" for all of their on campus students. The requirement of Westbrook College that students spend their last year elsewhere, meets the "Off-Campus Setting" feature. In 1970, the New York Regents announced a plan to award and offer External Degrees based upon "Credit-By Examination" feature. The "Graduate Level Work" feature

is exemplified in Nova University's External Degree Program at the Master's and Doctoral level. Finally, the "Inter-Institutional Cooperative" is clearly seen in The University Without Walls Project being undertaken by the Union for Experimenting Colleges.

Just as there are classifications on non-traditional programs there are also classifications of degrees awarded for those programs. Valentine (1972) uses a unified classification of non-traditional programs: (1) "Degrees by Examination or Validation of Students Proficiency, (2) Degrees based on Catered Instruction and (3) Degrees awarded by a Non-Teaching Agency to students in programs the agency vouched for." These classifications are exemplified in programs implemented by: The University of London, Empire State College, Minnesota Metropolitan State College and The Open University of Great Britian.

Houle (1973), like Valentine, also used classification of programs in terms of degrees awarded: The Extension Degree, Adult Degree and Assessment Degree. The distinguishing features of these degrees are; (1) the "Extension Degree" is one awarded upon the completion of a traditional program offered at a time and place accessible to the student, (2) the "Adult Degree" is one designed for adults and may venture from traditional procedures of admission, instruction and evaluation. Programs are being implemented by the University of Oklahoma and Goddord

College and (3) the "Assessment Degree" emphasizes assessment and demonstrated competencies.

The following models of the external degree have been developed by Valley (1972): Administrative Facilitation, Modes of Learning, Examination Validation, Credit and Complex Systems.

A great number of institutions have implemented non-traditional programs and there are an enormous number of variations. Although these variations exist, there is commonality in these programs basic format. Houle (1973) states that "the external degree, however devised, may provide a major step forward which will permit the able and the ambitious to rise to a level of education now denied them."

Program Implementation and Planning for Quality Control

In the planning of an external degree program, the tasks of program implementation and quality control must be explored. In a very real sense, the program implementation phase is closely aligned with the management component of the total model. However, a great deal of attention should be paid to defining and clarifying this phase in terms of admission, credits, curriculum, facilities, financing, faculty and the kind of degree to be awarded.

Quality control could be the most crucial aspect of the entire process of designing and implementing an external degree program. Mickey (1973) states that

"a major concern of faculty and administrators is the fear that the external programs will be weak, smorgasboard collections of courses and learning experiences, that little attention will be paid to quality instruction or to planned degree programs." It should be the concern of all who venture into new degree programs that ways be found to maintain the integrity of the degree programs offered.

According to the Commission on Non-Traditional Study (1973):

> The real tests are whether the concepts (on which the non-traditional programs are built) meet the needs of the learner and are conducive to high-quality results....Additional options for students need not be interpreted as a relaxing of academic rigor if they are properly conceived, professionally supervised and appropriately evaluated for their true worth. They can, in their various and diverse form, be part of the continuing movement that has periodically added vitality to higher education.

There is considerable literature secondary to the problem: (Boyer & Keller, 1971; Cohick, 1973; Doran, 1971; Freedman, 1972; Furniss, 1971; Nelson, 1971; Nyquist, 1971; Shulman, 1972; Walkup, 1972; Yeager & Davis, 1973) all have made a contribution to the literature on various topics pertaining to non-traditional education and programs.

Chapter III

METHODOLOGY

The two distinct tasks of this Major Research Project were: (1) to develop a model for an External Associate of Arts Degree and (2) to determine a market for its implementation.

Developing the Model

In order to provide a model for the Associate of Arts External Degree in General Education, the three Academic Deans, the Director of the Open Campus and their staffs were consulted on details pertaining to features of the model.

The guidelines used in developing the model are consistent with State Board of Education Regulations, College Policy and the Articulation Agreement with State Universities. The curriculum in the model is a modification of the current "general education" curriculum requirements implemented by Florida Junior College at Jacksonville.

Procedurally, the model contains five features; (1) administrative policy and decision making, (2) personnel requirements, (3) curriculum design, (4) facilities requirements and (5) budget needs.

Developing the Instrument

In order to determine a market of students for the External Degree Program a survey questionnaire was designed

and administered to a panel of experts for the purpose of testing the construction, item selection and validity of the instrument.

A pilot group of eighty-eight people, representing one-third of the chosen population were administered the tested instrument.

Selecting the Samples

The samples were selected from the adult students enrolled in the non-college credit Continuing Education Program implemented in the community schools by Florida Junior College at Jacksonville.

The following procedures were used in selecting the samples:

1. In order to guarantee that the students' samples contained the same proportional distribution of respondents, a stratified sampling was used.
2. The sample size was determined by securing the total number of students enrolled in the five community schools in each of the geographical areas of the College and applying Tuckman (1972) formula:

$$N = \left(\frac{z}{e}\right)^2 \quad (P) \quad (1-P)$$

Where N = Sample size

z = 1.96 (standard score corresponding to the .05 level of confidence)

e = 0.10 (the proportion of sampling error)

P = Estimated proportion of incidence of cases in the population.

KENT

$N = \left(\frac{z}{e}\right)^2 \quad (P) \quad (1-P)$

$N = \frac{1.96}{0.10}^2 \quad (0.36) \quad (0.64)$

$N = 88.51$

NORTH

$N = \left(\frac{z}{e}\right)^2 \quad (P) \quad (1-P)$

$N = \left(\frac{1.96}{0.10}\right)^2 \quad (0.34) \quad (0.66)$

$N = 86.20$

SOUTH

$N = \left(\frac{z}{e}\right)^2 \quad (P) \quad (1-P)$

$N = \left(\frac{1.96}{0.10}\right)^2 \quad (0.30) \quad (0.70)$

$N = 80.60$

SAMPLE SIZE

88.51
80.68
86.20

255.39 = 255

The totals for each chosen community school were added together, using the Initial Enrollment Reports from the centers of students enrolled, the percentage of students enrolled in each geographical area was then computed. The student sample for each area was representative of the percentage of the population of each geographical area.

CAMPUS	PERCENT	SAMPLE	POPULATION
Kent	36	92	916
North	34	86	871
South	30	77	749
TOTAL	100	255	2536

3. To insure a representative geographic distribution five of the largest community schools were selected from each of the current geographical areas: Kent, North and South.
4. Finally, the instrument was administered to the students presently enrolled in the Continuing Education Program in the 15 largest community schools.

Data Analysis

Statistical computations for this study were run by the Northeast Florida Regional Computing System using version 501 of the Statistical Package for Social Science (SPSS), requireing a median core capacity with a 1000 line maximum.

In setting the initial program, it was necessary to assign numerical values to the categories from which answers could be gathered from the questionnaire for each of the variables, after which, in tabular form, the absolute relative, adjusted relative and cumulative frequencies were shown.

The Statistical Package for Social Science was used in the study to compute the measures of central tendency and dispersion, a factor analysis using Pearson's Rho correlation of coefficients, communalities, eigenvalues, proportion of total and common variance, and an initial factor matrix. Chi-Square and Mu were also computed for each variable.

Only those statistics that were assumed to have a definite bearing on this study were discussed. The analysis delved into the significance of each variable surveyed as it related to the interest of the respondent to pursue an External Degree Program at Florida Junior College at Jacksonville if such a program were to be initiated.

Chapter IV

RESULTS

A stratified sample of 255 persons were surveyed by questionnaire to gather the information that was analyzed in this chapter. Students in three geographical areas of Florida Junior College in 15 outlying centers were asked to respond to the questionnaire.

The questionnaire consisted of 11 variables, the first six pertaining to demographic information and the remaining five variables pertaining to information that was believed to be pertinent if the study was to be valid and reliable.

Table 1 shows the number of questionnaires administered and returned, and those used in the final analysis of data. Those questionnaires that were not filled out properly and those that were incomplete were not retained. There were thirty-one such questionnaires.

Table 1. Number of Questionnaires Administered, Returned and Retained.

Sample Derivation	Number	Percentage
Questionnaires Administered	255	100%
Returned	255	100%
Retained	224	87%

Table 2. Age Level of Respondents

Interested In External Degree Program	Less Than 24	24-28	29-33	34-38	39-43	44-48	49-53	54-58	59-63	Over 63	Total
Yes	62	41	10	9	5	5	3	3	0	0	138
No	40	21	9	3	0	7	2	2	1	1	86
Total	102	62	19	12	5	12	5	5	1	1	224

$X^2=16.57$

Whereas the mean age of the sampled group was approximately 28 years of age, most of the persons responding to the questionnaire were less than 24 years of age and the median for this variable was nearly 26 years of age.

The variance showed the probability that the values obtained in the distribution were close to the true mean value of the total population. The standard deviation, also implied that the values calculated from the sample values will be close to the true mean value.

In using the sample values to compute a Mu score and Chi-Square, the findings are that 55% of the respondents are interested in an External Degree Program at the 95% level of probability and that the age variable was significant in this study at the .05 level of confidence.

Table 3. Sex of Respondents

Interested In External Degree Program	Male	Female	Total
Yes	47	92	139
No	30	55	85
Total	77	147	224
			X^2=3.84

The survey instrument sought to find out if the sex of an individual was a significant factor in determining a

market for an External Degree Program.

The mean, median, and mode indicated that the majority of the responding group were female. The standard deviation was 0.557 and the variance was 0.310. Mu statistics showed that at the 95% level of probability, more females were interested than males. Chi-Square analysis supported this finding at the .05 level of confidence.

From these statistical findings it seems almost safe to say that the predominant need for an External Degree Program lies in the female population of Duval and Nassau Counties. However, the raw scores pointed to the fact that there was a large number of the male population also interested in a program of this kind. The computed standard deviations and variance seemed to imply that enough male participation was available to enroll in such a program to make its implementation viable.

Table 4. Martial Status of Respondents

Interested In External Degree Program	Single	Married	Separated or Divorced	Widowed	Total
Yes	49	77	7	2	135
No	37	45	4	3	89
Total	86	122	11	5	224
					$X^2=7.82$

The Mu statistic at the 95% level of probability revealed that the greatest number of respondents surveyed indicating an interest in an External Degree Program were married. Chi-Square investigation showed no significant difference between the computed statistic and the true mean at the .05 level of confidence. These statistics did show, however, that a greater number of married persons were more prone to lean towards the External Degree route for obtaining a degree.

Interpretations of the measures of the central tendency indicated that the mean, median and mode fell in the married category. The standard deviation and standard error for this variable were supportive of the values computed from the sample and showed them to be very close to the true value of the mean of the total population.

Table 5. Education Achievement of Respondents

Interested In External Degree Program	Elementary School	Jr. Hi. School	High School	1 yr. College	Other	Total
Yes	2	14	69	17	38	140
No	1	9	43	11	20	84
Total	3	23	112	28	58	224
						X^2=11.07

The previous educational achievement level of the surveyed student showed the completion of high school as the

mean and median of this variable. The measures of dispersion indicated that the computed sample values were slightly over one standard deviation from the mean, again showing very little variance from the true mean value.

Results of the Chi-Square computation showed that the persons responding the the questionnaire that were not presently degree holders were in significant numbers and that interest in an External Degree Program from this group was significant at the .05 level of confidence. The Mi statistic indicated that the greatest number of interested persons were those that have completed high school and the first year of college.

Table 6. Employment Status of Respondents

Interested In External Degree Program	Employed	Unemployed	Self-Employed	Housewife	Total
Yes	87	20	1	24	132
No	48	24	0	20	92
Total	135	44	1	44	224
					$x^2=7.82$

Computations on the data elicited by surveying the employment status of the sample group showed the mean, median and mode falling in the employed category. The standard deviation of 1.19 and standard error of .08 seemed to support that the computed value of the mean was very

close to the true mean of this variable. Statistically, Mu showed that the greatest number of respondents interested in pursuit of an External Degree were employed, but that a significant number of unemployed persons and housewives would also be a part of the total market. The variable was found to be significant at the .05 level of confidence.

Table 7. The Salary Range of Respondents

Interested In External Degree Program	Less Than 5,000	5,000 to 7,999	8,000 to 10,999	11,000 to 13,999	14,000 to 16,999	17,000 to 19,999	20,000 to 22,999	23,000 to 25,999	26,000 and above	Total
Yes	45	36	25	18	12	3	6	3	4	150
No	22	18	14	10	1	1	3	1	2	74
Total	67	54	39	28	13	4	9	4	6	224

$X^2=15.51$

The salary range of the respondents as it related to the interest of an External Degree Program was surveyed to determine how the individual's current salary might be an influencing factor. The statistics pointed out that the mean and median salary range of the surveyed group was between $5,000 to $7,999, and that most of the respondents earn less than $5,000 annually.

The computed standard deviation of 2.21 and the standard error of .148 indicated that dispersion of the computed mean and the true mean of the total population did not very significantly. At the 95% level of probability, the Mu statistic showed that the largest interest was among the respondents earning from less than $5,000 to $7,999 annually and Chi-Square to be significant at the .05 level of confidence.

Table 8. Employment Times of Respondents

Interested In External Degree Program	Day	Night	Total
Yes	110	33	143
No	60	21	81
Total	170	54	224
			X^2=3.84

All of the measures of central tendencies for this variable fell in the category of daytime employment. Again, the measures of dispersion, standard deviation .578 and standard error .039, implied that the computed statistics were not significantly different from the true mean of the total population. The Mu statistic at the 95% probability level indicated that the majority of the interested respondents were employed in the daytime. Chi-Square at the .05 level of confidence was found to be significant.

Table 9. Why Respondents Were Enrolled in Continuing Education Classes

Interested In External Degree Program	Self-Improvement	Up-Grade Skills	Economize	Socialize	Total
Yes	120	24	1	2	147
No	53	22	1	1	77
Total	173	46	2	3	224
					$X^2=7.82$

Most of the respondents indicated that they were enrolled in the Continuing Education Program for self-improvement. This was brought out in the analysis of the mean and median of this variable. The Mu statistically showed at the 95% level of probability, that the greatest number of persons interested in an External Degree Program were presently enrolled for self-improvement and the Chi-Square analysis was acceptable at the .05 level of confidence.

Table 10. Respondents Interested In Earning a College Degree

Interested In External Degree Program	Yes	No	Total
Yes	117	20	137
No	30	57	87
Total	147	77	224
			X^2=3.84

In the sampled population, statistics computed on this variable of interested in earning a college degree revealed that all of the measures of central tendency fell in the category that affirmed the majority of the persons surveyed to be interested in earning a college degree. The Mu statistic supported this fact at the 95% probability level, however, the Chi-Square analysis was rejected at the .05 level of confidence.

Table 11. Would Cost Prohibit the Respondents From Enrolling in an External Degree Program?

Interested In External Degree Program	Yes	No	Total
Yes	50	91	141
No	20	63	83
Total	70	154	224
			X^2=3.84

Computed statistics for this variable showed cost not being a prohibiting factor if an External Degree Program was offered. The measures of central tendency fell in the "No" category. A standard deviation of .498 and a standard error of .033 indicated that little variance had occured between the computed mean and the true value of the mean of the total population. Supportive of the measures of central tendency was the Mu statistic at a 95% level of probability and Chi-Square analysis which was found to be significant at the .05 level of confidence.

Table 12. Measures of Central Tendency and Measures of Dispersion as Related to the Independent Variables Surveyed.

	Measures of Central Tendency and Dispersion					
Variables	Mean	Mode	Median	Std Error	Std Dev	Variance
Age	2.286	1.000	1.645	0.122	1.829	3.344
Sex	1.674	2.000	2.099	0.037	0.557	0.310
Martial Status	1.683	2.000	1.693	0.046	0.691	0.478
Education Level	3.460	3.000	3.259	0.075	1.128	1.272
Employment Status	1.804	1.000	1.333	0.080	1.193	1.423
Salary	2.616	1.000	2.136	0.148	2.220	4.883
Employment Time	0.763	1.000	0.810	0.039	0.578	0.334
Why Enrolled	1.250	1.000	1.142	0.036	0.536	0.287
Interest In Earning Degree	1.308	1.000	1.248	0.036	0.535	0.286
Cost	1.674	2.000	0.0	0.033	0.498	0.248

Table 13. Pearson Correlation Coefficients

Variables	Age	Sex	Marital Status	Education Level	Employment Status	Salary	V01	V02
V03	0.1297	0.1579	0.1198	-0.0203	0.2359	0.0512	-0.0388	0.0900
	(224)	(224)	(224)	(224)	(224)	(224)	(224)	(224)
	S=0.126	S=0.009	S=0.037	S=0.381	S=0.001	S=0.223	S=0.282	S=0.090
V04	0.0298	0.0712	0.0082	0.0754	0.1331	0.0216	-0.0177	-0.0169
	(224)	(224)	(224)	(224)	(224)	(224)	(224)	(224)
	S=0.329	S=0.144	S=0.451	S=0.131	S=0.023	S=0.374	S=0.396	S=0.401
V05	0.0979	0.1490	-0.0018	0.0605	0.0805	0.0815	-0.0666	-0.0294
	(224)	(224)	(224)	(224)	(224)	(224)	(224)	(224)
	S=0.072	S=0.013	S=0.489	S=0.184	S=0.115	S=0.122	S=0.160	S=0.331

The Pearson Rho Correlation of Coefficient was computed using; interest in earning a college degree, interest in an External Degree Program and cost of an External Degree Program as independent variables and the other variables on the questionnaire as dependent variables. Results showed a significant degree of correlation between interest in earning a degree and (1) educational level, (2) salary and (3) time of employment. Furthermore, the correlation between interest in an External Degree Program and the other variables was found significant in the areas of (1) age, (2) marital status, (3) salary, (4) time of employment and (5) reason for present enrollment.

The final independent variable, cost of an External Degree Program, showed a high correlation to the dependent variables of (1) marital status and (2) reason for present enrollment.

The variables that seemed to be most significant to the probability of a person pursuing an External Degree Program were; marital status, salary, time of employment and reason for present enrollment.

Table 14. Profile of Current Student Enrollment at Florida Junior College at Jacksonville

MARITAL STATUS OF STUDENTS

	Male		Female	
Status	Number	Percent	Number	Percent
Single	3632	58.8	3081	53.3
Married	2340	37.9	2150	37.2
Widowed	6	0.1	91	1.5
Divorced	153	2.5	357	6.2
Separated	34	0.5	87	1.5
No Response	14	0.2	16	0.3
	6179	100.0	5782	100.0

HOURS EMPLOYED PER WEEK

Hours	Percent of Students Employed
None	73.7
1 - 5	0.2
6 - 10	0.8
11 - 15	1.1
16 - 20	3.4
21 - 25	1.6
26 - 30	1.7
31 - 35	0.8
36 - 40	15.1
41 +	1.6
	100.0

AGE DISTRIBUTION

Age	Percent of Students
16 - 17	1.3
18 - 19	27.6
20 - 21	15.2
22 - 23	8.8
24 - 25	8.6
26 - 30	15.3
31 - 35	7.9
36 - 40	5.7
41 - 45	4.1
46 - 50	2.8
51 - 55	1.7
56 - 60	0.6
61 +	0.4
	100.0

To contrast the External Degree student market to the traditional student market, it was found that the typical Florida Junior College student presently enrolled in a degree seeking program is; single, female, unemployed and between the ages of 16-30 years of age.

Whereas the student pursuing the External Degree would most likely fall in the following categories; female, married, employed, between the ages of 18-28 years of age and earning somewhere between less than $5,000 to $7,999.

Guidelines

The following guidelines (model) of an External Degree Program in General Education were designed for implementation by Florida Junior College at Jacksonville.

Guidelines For An Associate Of Arts External Degree Program, General Education Florida Junior College at Jacksonville

Rationale

Florida Junior College at Jacksonville, having taken the leadership role among Community Colleges in the State of Florida in numerous educational endeavors, should at this time pursue an innovative program to provide academic options for a large segment of the adult population that is not participating in any Traditional Degree Programs presently offered by the College. An External Associate of Arts Degree Program in General Education would serve that need. There is considerable concern among legislators, educators, businessmen and community leaders that teaching institutions are not meeting all of today's educational challenges, and that in a change-oriented world, "change" is not being readily accepted.

Education is big business, and like any other business, there has to be buyers of the commodity being sold. Competition among educational institutions is growing stronger and stronger. Moreover, to date there are no existing External Degree Programs implemented in Florida's Community College System. Therefore, Florida Junior College at Jacksonville, a recognized comprehensive educational leader, should provide this leadership to

Community Colleges in Florida and also provide an educational opportunity for a new student market in the area it serves.

Objective

The objective of the External Degree Program is to provide an optional Degree Program for the adult population of Duval and Nassau Counties.

Admission Requirements

The External Associate of Arts Degree Program at Florida Junior College at Jacksonville shall be designed for the General Education Curriculum exclusive of laboratory courses. This program would be open to persons 24 years of age and older who hold at least a high school diploma. It shall be oriented toward the development of general intellectual capacities as distinguished from the acquisition of vocational training, technical training, or applied skills.

CLEP and PEP

Forty-five hours of credits may be earned by means of CLEP Tests and/or PEP (Proficiency Examination Program, composed of internally developed tests for Credit-by-Examination in selected courses) and accepted for the External Degree Program at Florida Junior College at Jacksonville. These credits shall be valid upon receipt of official documentation from the administering authority.

It shall be the responsibility of the student to obtain for Florida Junior College at Jacksonville adequate evidence of authenticity.

Credits earned at other accredited Community Colleges and four year institutions shall be accepted as they relate to the external "general education" curriculum.

Transfer Credit

A maximum of forty-five hours of related credits, such as: credits in humanities, communications, social sciences, mathematics, natural sciences and electives shall be transferable. However, credits for CLEP, PEP and transfer credits together shall not exceed a total of forty-five semester hours. The cumulative grade point average of transfer work collectively evaluated must be a "C" or higher average, including hours of "D" work. In no instance, however, shall an adult student earn an Associate of Arts External Degree from Florida Junior College at Jacksonville who has not completed at least 15 credit hours of work at Florida Junior College at Jacksonville.

Personnel

In order to implement the External Degree Program the following personnel will be needed:

1. Administrator (1)
2. Clerk (1)
3. Faculty
4. Counselor (1)

These individuals should be chosen from the existing staff at Florida Junior College at Jacksonville to curtail additional expenditures by the College.

Administrator

The unique characteristics of the External Degree Program warrants its being administered by a designated staff member assigned by the Provost of the administering Campus. This person should be a part of the existing administrative staff, one who possesses organizational ability, open-mindedness, experience in working with non-traditional teaching methods and individualized learning strategies.

Faculty

In selecting the faculty for the External Degree Program, screening becomes very important. This program should have instructors who are knowledgeable, creative, humanistic and change-oriented. They should also be avocates of and have a working knowledge of different modes of individualized instructional methods, contractual learning, competency and performance-based curriculum development, varied learning strategies and performance-based evaluation.

Counselor

It will be vital to the success of the program to have a counselor whose major responsibility shall be to

provide the students general orientation to the nature of the program, procedures, requirements and to evaluate (if applicable) CLEP, PEP and/or transferred credit hours. Other responsibilities should be assigned as deemed necessary.

Providing a counselor for the program should again be an in-house procedure, choosing one who is already working for the College who would be suitable for this type of instructional program.

Clerk

Duties and responsibilities of the clerk should be assigned by the Director of the External Degree Program.

This individual can be chosen from among the present career staff.

Para-Professional Aid

The para-professional aid should be assigned to the instructors of the External Degree Program and responsible for keeping the student's records in order. This would entail making sure all records contained the necessary materials needed on each student.

The aid should help instructors with grading papers and in the research for developing curriculum. Other duties should be assigned as deemed necessary.

Facilities

Existing Community School facilities could easily house the External Degree Program. This would facilitate

taking the program to the communities of participants. Also, community club houses, apartment complexes, churches, etc., are all facilities that could be used with no rental expenditure incurred. Instructors should be housed in the chosen faciltiy at specified times and days in order to teach certain subject areas, conduct tests, or be of general assistance to students.

On the home college campus, the instructor should be given office space for class preparation purposes and to be of assistance to students via telephone.

Another avenue in terms of implementing the program could be home-bound studies for individuals who have small children, shut-ins, or the physically handicapped.

Curriculum Organization

External Degree models or formats for implementing programs are numerous and varied. To design a permanent model or format would curtail the creativity of the program director and staff. However, to generate thought, consideration of the following model is suggested:

The program should start on a small scale, thereby, limiting the program initially to students whose ultimate goal is to seek a Bachelor Degree in English, Social Studies, Mathematics and Humanities, and/or students wishing to pursue this program for intellectual enrichment.

The five broad areas in the "general education" curriculum could be the foundation of the curriculum offerings,

assigning eight credit hours to each area. An additional twenty hours would be required in one of the four areas (english, social studies, humanities and mathematics). Students could choose from these categories depending upon his/her long-range goals.

Methods and techniques used in terms of teaching strategies and the curriculum in each subject area could be offered entirely in competency-based format. Instructors could determine, in advance, what materials students should know in order to be proficient and competent in a specific area.

Once competencies have been identified, performance objectives would be written as related to competencies, and learning strategies designed for each objective so that students would have choices in meeting objectives. This format would address itself to the need for providing diversity in instruction in order to meet individual learning styles.

The time schedule for instruction should be flexible enough to allow for recycling in the event a student is unable to meet the stated performance objectives. This should augment the possibility of built-in success in the program in dealing with students' affective levels, such as promotion of a positive self-concept.

Testing should be based on identified competencies and on performance objectives. Pre-tests and post-tests should be the basis of instruction, since there is the

possibility that sutdents may already be proficient in some areas. This system could then achieve true individualized instruction as well as provide for teaching the student at his/her own level or competency.

Grading should be based on an individual contract agreed to by both the instructor and the student. In the event a student receives an NP (Non-Punitive) grade for a course in which he/she is enrolled, the student must take the course over, but should concentrate only on those competencies which were not successfully met while working on the contractual agreement during prior enrollment. This would not be difficult to implement if a student's record included the course syllabus, a copy of the contract, pre and post-test results, level of achievement on competencies, and other pertinent information. This procedure would eliminate regressing over materials already learned thus allowing students more time to devote in areas where less proficiency exists.

GENERAL EDUCATION CURRICULUM

Course Title	Semester Credit Hours
Humanities	8
Social Sciences	8
Mathematics	8
Science	8
Communications	8
General Education Electives*	20
Total Semester Hours	60

*Chosen from specified courses designed for this program.

OPERATING BUDGET REQUEST

CAPITAL OUTLAY

Description	Budget Requests
Minor Equipment	-0-
Educational Furniture & Equipment	$2,000.00
Office Furniture & Equipment	-0-
Construction & Maintenance Equipment	-0-
Vehicles	-0-
Library Books & Films	3,000.00
Buildings & Fixed Equipment	-0-
Other Structures & Improvements	-0-
Other Capital Outlay	-0-
TOTAL REQUEST FOR CAPITAL OUTLAY	$5,000.00

OPERATING BUDGET REQUEST

CURRENT EXPENSE

Description	Budget Requests
Travel	$2,000.00
Transportation of Things	-0-
Communications	-0-
Printing	700.00
Repairs and Maintenance	-0-
Service Contracts	-0-
Rentals	-0-
Film Rental	-0-
Insurance	-0-
Utilities	-0-
Other Services	-0-
Other Contractual Services	-0-
Institutional Memberships	-0-
Professional Fees	-0-
Educational Material and Supplies	2,000.00
Office Materials and Supplies	300.00
Building Construction Materials and Supplies	-0-
Janitorial Material and Supplies	-0-
Maintenance Hand Tools	-0-
Other Materials and Supplies	200.00
Student Fee Waivers	-0-
TOTAL REQUEST FOR CURRENT EXPENSE	$5,200.00

OPERATING BUDGET REQUEST

SALARY

Description	Budget Requests
Administrative - Full Time (1)	$21,000.00
Instructional - Full Time (2)	80,906.05
Other Professional - Full Time (3)	15,777.74
Career - Full Time (4)	14,465.57
Administrative - Part Time	-0-
Instructional - Part Time	-0-
Other Professional - Part Time	-0-
Career - Part Time	-0-
Fringe Benefits (5)	19,822.40
TOTAL REQUEST FOR SALARY	$151,971.76

(1) Indicates 1 Director
(2) Indicates Approximately 5 Instructors
(3) Indicates 1 Counselor
(4) Indicates 1 Clerk II and 1 Para-Professional Aid V
(5) Indicates Social Security and Florida Retirement System

JOB DESCRIPTION

DIRECTOR

EXTERNAL DEGREE PROGRAM

I. Scope and Effect

The scope of the Director's responsibilities encompasses the management and administration of the External Degree Program at Florida Junior College at Jacksonville. The Director also plans for and directs program activities to involve all local resources in promoting the External Degree Program goals and ideals for the benefit of target students and the community at large. The primary effect of the Director's actions and decisions is the degree of cooperation and coordination of the staff and students. Failure to achieve assigned duties would result in duplication of effort in inefficiencies of operation in serving the target students.

II. Nature and Purpose of Work

A. Introduction

The Director of the External Degree Program is responsible to the Provost of the implementing campus for the administration of the program; establishes plan, policies, and procedures which will insure the development and attainment of program goals. Further responsibility is

coordinating activities with college officials, target students and community adults.

B. Duties

1. Administrative

The Director of the External Degree Program will provide continuous management of the program, having compatible functions, which serve the non-traditional student. He co-ordinates individual program activities in accordance with guidelines, college policies and operating procedures in order to meet stated program goals.

The Director will establish program goals and objectives, outline policies, plan procedures and proposals to meet the External Degree guidelines.

The Director will coordinate individual program activities daily through verbal discussions and written instructions to enhance cooperation and avoid duplication of efforts.

The Director will recommend to the Provost new personnel for hiring on prescribed forms, as outlined in the College Operations Manual.

The Director of the External Degree Program will direct and supervise subordinates daily in the accomplishment of their assigned duties through observation and verbal guidance to insure attainment of specified program objectives.

The Director will coordinate each term, the offerings designed specifically for the External Degree Program in terms of scheduling, advising techniques and informing the public. He will arrange for instruction, facilities and student registration.

The Director will continually evaluate the External Degree Program as to adequacy in meeting current and projected objectives. He will prepare term reports outlining individual program accomplishments.

The Director will be responsible for all equipment and supplies used in the External Degree Program. He maintains inventories once per year as a contingency for College inventories outlined in the Operations Manual.

The Director will develop and submit program budgets at level required to adequately

implement the External Degree Program on prescribed forms to the Provost, at least once a year.

The Director will control the expenditure of funds through requisitions and time cards; and will audit financial records monthly to insure compliance with the College policies and procedures.

The Director will develop new and innovative ideas for the External Degree which could provide new avenues of motivation and success for the External Degree student.

The Director will recommend College action through memorandums and proposals as the need arises.

The Director will evaluate program effectiveness and prepare a narrative report for the Board of Trustees at least once a year.

The Director will perform such other duties as may be assigned by the Provost.

.....60%

2. Coordination and Training

The Director of the External Degree Program

analyzes and interprets directives and publications to determine applicability and/or action required. He makes appropriate recommendations to the Provost on courses of action, reviews progress in meeting objectives with program staff and discusses problem areas and means of meeting established goals.

The Director coordinates work progress with the Provost and discusses the accomplishments, problem areas, program guidelines, and budgetary matters.

The Director holds regular staff meetings and conducts in-service training so that the External Degree personnel will be familiar with operating methods and procedures. He and the staff will attend workshops, conferences or seminars on non-traditional education.

.....10%

3. Correspondence

The Director prepares consolidated statistical reports, budget reports and correspondence pertaining to the External Degree Program.

The Director reviews all correspondence originated by program staff, which involves program policies and procedures, to insure clarity and validity of information presented, as well as recommended course of action.

.....20%

C. Supervision Over Others

The Director supervises and directs the full-time staff in a coordinated and cooperative effort to attain program goals and objectives.

The Director interviews and recommends the full-time staff, evaluates performance, certifies time cards, approves leaves, and outlines overall program tasks.

.....10%

III. Supervision and Guidance Received

Supervised by the Provost, the Program Director carries out the functional and administrative responsibilities of his area independently. Guidelines include External Degree Program Model, Board of Trustees' Policies and College Operations Manual. The Director makes his own assignments in fulfilling the goals of the program. He makes his decisions independently and is accountable to the Provost for his actions.

IV. Work Contacts

The Director of the External Degree Program has frequent contacts with the Provost and the External Degree Program staff, as well as the community.

V. Mental Demands

The Director must be creative, innovative and be able to develop and implement new ideas designed for the External Degree students. He must be able to select the best courses of action and exercise his own judgement in setting forth policies and procedures to be followed in implementing and administering the program.

Knowledge of management principles, accounting and budget procedures, personnel administration and office procedures are essential. He must also be able to promote cooperation among staff. An understanding of goals and objectives, philosophies, and the ability to evaluate and revise methods and practices is required.

VI. Education and Experience

The Director of the External Degree Program must possess managerial and administrative abilities. A thorough familiarity with the administrative philosophy and procedures in work with External Degree students is required.

The Director must be able to empathize with both program staff and students, and be flexible and innovative enough to modify the program as the need arises.

The Director's ability to communicate with students, community adults and the College Administration is required.

The Director should hold a Master's Degree, a valid Florida Teacher's Certificate and at least three years experience in administration, or teaching is required.

JOB DESCRIPTION

ACADEMIC INSTRUCTORS

EXTERNAL DEGREE PROGRAM

I. Scope and Effect

The scope of the Academic Instructor's responsibilities encompasses teaching activities for the External Associate of Arts Degree Program. Services include compentency-based cirriculum development, individualized instructional methods, varied learning strategies, and performance-based evaluation and reporting. Through these services, the External Degree student will be better prepared to cope with problems encountered and to successfully complete academic work.

II. Nature and Purpose of Work

A. Introduction

The Academic Instructor is responsible to the External Degree Director for instructional performance in providing for measurable student achievement for all External Degree enrollees. The instructor is responsible for task analysis, curriculum development, instructional activities, and performance evaluation.

B. Duties

The External Degree Academic Instructor will construct curriculum that permit the External

Degree student to meet the objectives of the course. This curriculum will be developed during a period prior to student enrollment and will be revised during the enrollment period utilizing student input.

The External Degree Instructor will demonstrate instructional methods out of the realm of traditionalism, that successfully produce greater cognitive and effective achievement with the External Degree student. Student achievement, adjustment, and overt actions will serve as indicators of the success level.

The External Degree Instructor will identify all instructional materials, books and supplies needed to implement the program.

The External Degree Instructor will produce, gather and organize data that indicates entry and culminating levels of learner achievement prior to student enrollment, and use the data to develop learning materials to be used by the External Degree student.

The External Degree Instructor must demonstrate an assertive attitude toward work activities, personnel, and target students as a means of substantiating a positive learning environment.

The External Degree Instructor will construct cognitive performance objectives for preparing the student for a satisfactory transition into the academic world. These objectives will be developed before the student enrolls.

The External Degree Instructor will construct affective performance objectives for developing a positive self-concept on the part of the External Degree student during a period prior to student enrollment.

C. Coordination and Training

The External Degree Instructor identifies, organizes, and maintains instructional materials for the development of learning materials to improve student achievement. The instructor reviews and studies the academic progress of the student and prescribes a personalized program for students in need of this service. The instructor participates in in-service training as conducted by the Director of the External Degree Program.

III. Supervision and Guidance

The External Degree Instructor is responsible and accountable to the Director of the External Degree Program. The External Degree Instructor carries out the functional and instructional responsibilities of

the program and is governed by Board Policies, operating procedures and related documents.

IV. Work Contacts

The External Degree Instructor has daily work contacts with the Director of the External Degree Program, counselors and students, as well as occasional contacts with representatives of the College community.

V. Mental Demands

The External Degree Instructor's duties require taking action, sometimes without specific instructions, on matters pertaining to learning activities as they relate to student needs.

VI. Education and Experience

The External Degree Instructor must possess at least a Master's Degree in the appropriate field, a valid Florida State Teacher's Certificate, three years of teaching experience and demonstrated competency in constructing performance objectives, developing competency-based curriculum and individualized learning methods.

JOB DESCRIPTION

COUNSELOR

EXTERNAL DEGREE PROGRAM

I. Scope and Effect

The scope of the Counselor's responsibilities encompasses but is not limited to guidance and counseling. This position demands the involvement of all of the External Degree personnel to act as supportive services and resource individuals.

The Counselor manages his/her assignments under the supervision and guidance of the program's supportive staff. Achieving assigned duties that will affect the success of the total program and individual's institutional program as well as the success of students served by the program.

II. Nature and Purpose of Work

A. Introduction

The Counselor of the External Degree program is responsible directly to the Director for supervision. He/She is responsible for providing guidance and counseling services to the administration, instructors and students and also for providing supportive services to students in the following areas: advising, counseling, placement, registration, evaluation of prior credits, program

evaluation, current course requirements at universities and maintaining standards set forth by the College and State Board of Education.

B. Duties

The Counselor of the External Degree Program will assist in orientation (admission of students) and registration.

The Counselor of the External Degree Program will provide course and program advisement as well as personal counseling.

The Counselor of the External Degree Program will evaluate prior earned credits either by transfer, CLEP or PEP (if applicable).

The Counselor will provide budgetary needs and a request for supplies and materials to the Administrator of the program.

The Counselor will identify innovative projects for the students in the program.

The Counselor will assume other responsibilities as deemed necessary by the Administrator of the program.

The Counselor will establish procedures for bridging the "gap" between junior colleges and upper division university work.

C. Coordination and Training

The Counselor will study, analyze and interpret directives and publications to determine applicability and/or action required by the Director of the program. Reviews and studies work progress, program and student needs.

III. Supervision and Guidance

The Counselor will be supervised by the Director of the External Degree Program who will provide general operational guidance.

The Counselor will utilize Florida Statutes, Board Policies, the Operational Manual, instructions and directives of the College and State Board of Education Regulations as guides.

IV. Work Contacts

The Counselor will have work contacts with the Director, instructors and students of the External Degree Program, as well as representatives of other educational institutions and various community agencies.

V. Mental Demands

The Counselor of the External Degree Program must possess a creative and open mind, the ability to develop programs relevant to current and future needs, the ability to work with the staff in the

exploration of methods and techniques which inspire personal growth in the student. He/She must abide by policies and procedures consistently, exercise sound judgement indicative of concern of the student population and the College community.

VI. Education and Experience

The Counselor of the External Degree Program must possess a Master's Degree, at least three years teaching experience and appropriate work experience in student services or guidance and counseling.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are based upon the study questionnaire responses:

1. There is a need for an External Degree Program in the Florida Junior College's district, to serve persons in the 18-28 year old age range. However, there was enough interest shown by older adults to warrant a need.

2. The limitations and responsibilities encumbered by married persons make it harder for this group to pursue a college degree through traditional channels.

3. Although the findings pointed to the female student, there were enough males interested in an External Degree Program to make implementation worthwhile for both sexes.

4. Employed persons are a viable portion of the market for an External Degree Program, but the market is not necessarily limited to employed persons.

5. From the findings, it would appear that the persons who would take advantage of the program would be minimum wage earners, hourly employees, or salaried persons who are just above the poverty guidelines as depicted by the Department of Labor.

6. On the question of times of employment, persons employed during the regular work day, rather than those employed during evening hours, are more likely to enroll in an External Degree Program.

7. It was indicated that a clear majority of the total population would pursue a degree through an External Degree Program for the purpose of improving themselves either financially and/or intellectually.

8. Mixed feelings were indicated by the total population concerning the question of interest in earning a degree. Whereas, a market for an External Degree Program was evident, many of the persons interested in such a program are not at this point interested in earning the degree, but indicated a willingness to start pursuit.

9. In the area of cost, the majority of persons perceived increased cost as not being a deterring factor of their participating in an External Degree Program at Florida Junior College.

Recommendations

The following recommendations were made based upon the results of this study:

1. That an Associate of Arts External Degree Program be implemented by Florida Junior College at Jacksonville in the area of general education.

2. During the planning stages of the program, a consortium between Florida Junior College and the University Division be established to work toward implementation of a similiar program to insure that the new student market will not be forced into a traditional mode at the upper level.

3. Further study be made, using a larger sample to determine the need and rationale for an External Degree Program in the Duval and Nassau County area.

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AUTOBIOGRAPHICAL SKETCH

I was born Elizabeth McCoy on August 21, 1932 in Palatka, Florida. Attended the local schools in Palatka through the eighth grade, moved to Jacksonville, Florida and was graduate from high school in January, 1950. I entered Florida A & M University in September of that same year and fourteen years later earned a Bachelor of Science Degree in Elementary Education from Edward Waters College.

I began teaching in the Adult Program of Duval County in 1964 and at that time returned to Florida A & M University where I was awarded the Master's Degree in Elementary Education. I continued to work as an instructor until 1970 when I was offered my present position as an administrator at Florida Junior College at Jacksonville.

I am currently a member of the First Baptist Church of Oakland, United Way Allocation Committee for Duval County, National Association for Public Continuing and Adult Education, Florida Adult Education Association and Florida Association of Community Colleges.

I am married to Raymond D. Cobb, Jr. and have one son, Vincent Anthony, age 16.

APPENDIXES

INSTRUMENT

SURVEY QUESTIONNAIRE

You are invited to participate in this study which is designed to determine if there is a need for Florida Junior College to develop and implement an alternative college-credit degree program.

The program would lead toward an External Assoicate of Arts Degree in General Education. External means that you would not be required to attend classes on the College's campus and instructional methods will be used other than the traditional ones.

The attached questionnaire can be completed in a short time and your responses will be regarded as a significant contribution to the value of the findings. You need not sign the form and the data will be kept strictly confidential.

We are extremely grateful to you for your time and efforts in answering the questionnaire. It is only because of your cooperation that we will be able to complete this study.

Please complete and return the questionnaire to your instructor.

Instructions: In the section to the right marked "Answer Column", please place a (✓) mark to indicate your response to the statements of the question.

	Answer Column
1. Age:	
1. Less than 24	1.____
2. Between 24 and 28	2.____
3. Between 29 and 33	3.____
4. Between 34 and 38	4.____
5. Between 39 and 43	5.____
6. Between 44 and 48	6.____
7. Between 49 and 53	7.____
8. Between 54 and 58	8.____
9. Between 59 and 63	9.____
10. Over 63	10.____
2. Sex:	
1. Male	1.____
2. Female	2.____
3. Marital Status:	
1. Single	1.____
2. Married	2.____
3. Separated or Divorced	3.____
4. Widowed	4.____
4. Highest level of Education Achievement:	
1. Elementary School	1.____
2. Junior High School	2.____
3. High School	3.____
4. 1 Year of College	4.____
5. Other (please specify)	
_____	
_____	
5. Present Employment Status:	
1. Employed	1.____
2. Unemployed	2.____
3. Self-employed	3.____
4. Housewife	4.____

Answer Column

6. What is your annual salary range?

		Answer Column
1.	Less than $5,000	1.____
2.	$5,000 to $7,999	2.____
3.	$8,000 to $10,999	3.____
4.	$11,000 to $13,999	4.____
5.	$14,000 to $16,999	5.____
6.	$17,000 to $19,999	6.____
7.	$20,000 to $22,999	7.____
8.	$23,000 to $25,999	8.____
9.	$26,000 and above	9.____

7. Is your employment:

1.	Day	1.____
2.	Night	2.____

8. Why are you enrolled in this course?

1.	For self-improvement	1.____
2.	To up-grade skills	2.____
3.	To learn to economize	3.____
4.	To meet new friends and socialize	4.____

9. Are you interested in earning a college degree?

1.	Yes	1.____
2.	No	2.____

10. If an External Degree College-Credit Program were to be offered by Florida Junior College, would you enroll in the program?

1.	Yes	1.____
2.	No	2.____

11. In comparison to the two dollar ($2.00) fee you are now paying for this course, the cost of the proposed External Degree Program will be ten dollars ($10.00) per credit hour. Will this cost keep you from enrolling in the program?

1.	Yes	1.____
2.	No	2.____

VALLEY'S

MODELS OF EXTERNAL DEGREE

Administrative - Facilitation Model

This is perhaps the simplest and most common model of an external degree. It is comparable to the extension degree described by Houle. "The Administrative-Facilitation Model is a degree-granting and instructional institution, or agency, an established organization and/or facilities to serve the needs of a different clientele, yet it holds to its customary degree pattern."

Modes-of-Learning Model

In the Modes-of-Learning Model, a degree-granting and instructional institution or agency established a new degree pattern of learning and teaching that seeks to adjust to the capacities, circumstances, and interests of a different clientele from that which it customarily serves.

Examination Model

In this model an institution or agency may or may not offer instruction leading to an external degree. However, on the basis of student performance on examination the institution or agency can award credits and degrees.

Validation Model

"In the Validation Model, an institution or agency evaluates the students total learning experience in terms of its conception of a degree and indicates any additional requirements needed. When they have been met, it awards the degree. The institution authorized to award a degree

is presumed to have a clear set of degree requirements and a willingness to permit completion of its requirements by a variety of means. It need not, of course, follow the Validation Model for all students. It might limit this path to a degree to say, adults over some arbitrary age."

Credits Model

The Credits Model of an external degree can be described as follows: An institution or agency that does not itself offer instruction, awards credits and degrees for which it sets standards and vouches for the quality of student programming.

Complex Systems Model

....A degree-granting institution or agency reshapes its patterns of services in various ways, sometimes by combining various simpler models of external degree programs so as to meet the needs of a different clientele. When various external degree models are combined with one another, it is more appropriate to think of the result as an external degree system rather than an external degree program.

HOULE'S

CLASSIFICATIONS

Extension Degree

By definition, "the Extension Degree, in its purest form, is one awarded on completion of a coherent and complete traditional degree program offering all necessary courses and options at a time and place accessible to those who cannot come to the campus or whose other responsibilities make it necessary for them to spread their study over a longer period than does the student on campus. In admission, instruction, evaluation, and certification, few or no changes are made."

Adult Degree

The Adult Degree, in its purest form, according to Houle (1973), was developed in the belief that adults, both psychologically and socially, are so distinctively different from young people that a program of studies designed for men and women should be based at every point on their maturity. Such a degree may depart completely from traditional patterns of admission, instruction, evaluation, or certification, or it may mix new elements with old ones, so that some compatibility exists between it and an extension or an internal degree. In either case, however, the guiding principle is that the students are men and women, not adolescents.

Assessment Degree

The third generation external degree emphasizes assessment and demonstration of competency. It is developed

on the basis that one or more traditional procedures of higher education admission, teaching, evaluation, certification, or licensure can be modified or separated from the others so that the actual learning of the student, rather than his completion of formal requirements, can become the center of attention and the basis of the awarding of the degree. Since most students in an Assessment Degree program are adults, its nature and form may seem to overlap that of the Adult Degree. The essential idea of each, however, is readily distinguishable, not only because the Assessment Degree is projected as a way to serve young people as well as adults, but because it so clearly emphasizes certification of competence.

VALLEY'S

FEATURES OF NON-TRADITIONAL STUDY

New Student Audience

Spoon River College has developed an Associate Degree in Liberal Studies intended for students twenty-five years or older. The degree includes study in the humanities, social and physical sciences, fine arts, and applied sciences. Students may enter at any time and conclude at own speed. Work is carried on via independent study. A special seminar concludes the program.

New Instruction Techniques

Worcester Polytechnic Institute has implemented a new instructional technique for all of their on-campus students. Each student must show competence in two independent study projects through comprehensive examination. One project must be in the major field of study, the other relates the major to a societal problem. The projects may be carried on either on or off the campus.

Off-Campus Setting

Westbrook College in Maine has reversed the traditional residential requirement sequency by requiring the students to spend their last year elsewhere. The plan for the off-campus is worked out and when completion is properly shown, the degree is granted.

Credit-By-Examination

The New York Regents External Degree Program, first announced in September 1970, has as its purpose to award

undergraduate degrees to persons who possess knowledge and abilities equivalent to those of a traditional college degree recipient. The degrees to be offered are an A.A., Bachelor of Business, and eventually A.A.S. in Nursing. The External Degree will make use of available standardized examinations, CLEP and faculty panels. All formal course work completed at accredited colleges will be considered for credit toward the degree. The dual emphasis is on flexibility and quality. The program offers opportunities for a degree similar to the University of London on the principle that if achievement and competence is demonstrated it should be recognized.

Credit For Work Experience

The Institute for Personal and Career Development at Central Michigan University has developed Bachelor of Arts and Bachelor of Science Degree programs which provide the student the possibility of fulfilling degree requirements with credit granted for career or life experiences and training experiences. This is only one of the many options open to the student.

Graduate Level Work

Nova University is implementing an external degree program at the Master and Doctoral level.

Inter-Institutional Cooperative

The University Without Walls Project is being undertaken by the Union for Experimenting Colleges and Universities. The program is being implemented in various ways on the campuses of the twenty cooperating institutions. Degrees are granted by the sponsoring institution or by the Union for Experimenting Colleges and Universities in cooperation with the institution.

VALENTINE'S

UNIFIED CLASSIFICATIONS

Degree By Examination

The University of London performs the examining function for students not enrolled in constituent colleges or schools of the University. Degrees are earned by successful performance on examinations. Students in sixty countries are eligible to enroll. They must meet the standards for admission set for internal students which entails appropriate passes on General Certificate of Education Examinations at an A level, or its equivalent, remain on rolls for at least three years, and pass final examinations the same as or similiar to those taken by internal students. Most of the students do not study independently but take courses in non-degree-granting institutions.

Degrees Based on Catered Instruction

Empire State College in New York is the newest addition to the seventy institutions of the SUNY. The concept of the new college is that students will earn degrees without attending traditional structured classroom sessions at a specific campus. The student works with a "faculty mentor" attached to a Regional Learning Center nearest their home. Each student's program is developed in view of individual circumstances and may include independent reading, occasional course work at a SUNY College, on the job apprenticeships, and other special learning arrangements, including travel.

The new non-residential college, the Minnesota Metropolitan State College, is similiar to Empire State College in its emphasis on individualized instruction and assessment. This program is designed to serve the people in the metropolitan area of St. Paul-Minneapolis, and in particular, those who have completed two years of college.

The Open University of Great Britian is also an example of "catered instruction". The success of this venture has become legend in two years. The Open University began January 1, 1971 with 25,000 students. The instruction is carried to the students throughout the country by means of TV, radio and correspondence. There are study centers near his home. Examinations are given at the completion of each year's work and following successful completion of six courses, a degree is awarded.

Degrees Awarded by Non-Teaching Agencies

The best example of such a degree program is found in England through the program of the Council for National Academic Awards. This Council is a unique accrediting and degree granting agency. The Council aids in the development of programs for colleges that do not themselves have authority to grant degrees and accredits those programs meeting necessary standards and awards degrees. The Council neither teaches or examines students but "vouches for" the teaching and examining done by other institutions and grants the degrees to successful students.

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